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TEXAS DYSLEXIA HANDBOOK

THE DYSLEXIA HANDBOOK

2021 Update

Procedures Concerning
Dyslexia and Related
Disorders

TEXAS EDUCATION AGENCY • AUSTIN, TEXAS
SEPTEMBER 2021

- The purpose of The Dyslexia Handbook is to provide procedures for school districts, charter schools, campuses, teachers, students, and parents/guardians in early identification of, instruction for, and accommodations for students with dyslexia.
- The Texas Dyslexia Handbook mentions early identification and/or early remediation over 60 times throughout the handbook.

Foreword

Reading is the fundamental skill upon which all formal education depends. Research now shows that a child who doesn't learn the reading basics early is unlikely to learn them at all. Any child who doesn't learn to read early and well will not easily master other skills and knowledge and is unlikely to ever flourish in school or life.

—Moats. L.C. *Reading is Rocket Science: What Expert Teachers of Reading Should Know and be Able to Do*, 1999

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The Importance of Early Screening

If the persistent achievement gap between dyslexic and typical readers is to be narrowed, or even closed, reading interventions must be implemented early, when children are still developing the basic foundation for reading acquisition. The persistent achievement gap poses serious consequences for dyslexic readers, including lower rates of high school graduation, higher levels of unemployment, and lower earnings because of lowered college attainment. Implementing effective reading programs early, even in preschool and kindergarten, offers the potential to reduce and perhaps even close the achievement gap between dyslexic and typical readers and bring their trajectories closer over time.

—Ferrer, et al., Achievement Gap in Reading Is Present as Early as First Grade and Persists through Adolescence, 2015

The early identification of students with dyslexia along with corresponding early intervention programs for these students will have significant implications for their future academic success. In the book *Straight Talk about Reading*, Hall and Moats (1999) state the following:

- Early identification is critical because the earlier the intervention, the easier it is to remediate.
- Inexpensive screening measures identify at-risk children in mid-kindergarten with 85 percent accuracy.
- If intervention is not provided before the age of eight, the probability of reading difficulties continuing into high school is 75 percent (pp. 279–280).

Dyslexia Identification

If the student's difficulties are unexpected in relation to other abilities, the ARD committee must then determine if the student has dyslexia. For ELs, an LPAC representative must be included on the ARD committee. The list of questions in Figure 3.7 below must be considered when making a determination regarding dyslexia.

Figure 3.7. Questions to Determine the Identification of Dyslexia

- Do the data show the following characteristics of dyslexia?
 - Difficulty with accurate and/or fluent word reading
 - Poor spelling skills
 - Poor decoding ability
- Do these difficulties (typically) result from a deficit in the phonological component of language?
(Please be mindful that average phonological scores alone do not rule out dyslexia.)
- Are these difficulties **unexpected** for the student's age in relation to the student's other abilities and provision of effective classroom instruction?

If, through the evaluation process, it is established that the student has the condition of dyslexia, as described in Chapter 1, then the student meets the first prong of eligibility under the IDEA (identification of condition). In other words, the identification of dyslexia, using the process outlined in this chapter, meets the criterion for the condition of a specific learning disability in basic reading and/or reading fluency. However, the presence of a disability condition alone, is not sufficient to determine if the student is a student with a disability under the IDEA. Eligibility under the IDEA consists of both identification of the condition and a corresponding need for specially designed instruction as a result of the disability.

**ARE WE
FOLLOWING
CHAPTER 3 OF
THE DYSLEXIA
HANDBOOK
WHEN
IDENTIFYING
DYSLEXIA?**

| PEPED 2014-2021 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | | | |
|-----------------|--------------------|----------------|-----------|-----------|-------------|-------------------|---------|-------------------|
| CAMPUS NAME | GRADE/PIX | ALL ENROLLMENT | AT RISK | DYSLEXIC | SECTION 504 | SPECIAL EDUCATION | TITLE I | Dyslexia I Campus |
| CALEW EL | MIDDLE SCHOOL | 676 | 147 | 10 | 27 | 58 | | 1.4 |
| TES EL | MIDDLE SCHOOL | 695 | 469 | 11 | 25 | 76 | 695 | 1.5 |
| EL | MIDDLE SCHOOL | 605 | 201 | 12 | 19 | 73 | | 1.9 |
| AR EL | JUNIOR HIGH SCHOOL | 624 | 242 | 16 | 26 | 77 | 624 | 2.5 |
| ERSON EL | JUNIOR HIGH SCHOOL | 898 | 647 | 24 | 49 | 82 | 898 | 2.6 |
| DER EL | MIDDLE SCHOOL | 1,265 | 310 | 34 | 74 | 111 | | 2.6 |
| D EL | MIDDLE SCHOOL | 922 | 593 | 26 | 39 | 98 | 921 | 2.8 |
| D EL | MIDDLE SCHOOL | 621 | 120 | 18 | 20 | 39 | | 2.9 |
| NGER EL | MIDDLE SCHOOL | 819 | 296 | 24 | 29 | 101 | 814 | 2.9 |
| RIDGE EL | JUNIOR HIGH SCHOOL | 682 | 230 | 20 | 31 | 74 | 680 | 2.9 |
| I EL | HIGH SCHOOL | 906 | 349 | 27 | 48 | 88 | | 2.9 |
| ERSON EL | JUNIOR HIGH SCHOOL | 703 | 488 | 21 | 34 | 82 | 703 | 2.9 |
| EMAN EL | JUNIOR HIGH SCHOOL | 880 | 240 | 27 | 49 | 107 | | 3.0 |
| AN EL | MIDDLE SCHOOL | 603 | 392 | 19 | 24 | 73 | 602 | 3.1 |
| ETCHIN EL | MIDDLE SCHOOL | 908 | 283 | 29 | 46 | 83 | 0 | 3.1 |
| UGHTON EL | ELEMENTARY | 839 | 645 | 27 | 28 | 106 | 839 | 3.2 |

CONROE ISD PIEMS DATA

THE PUBLIC EDUCATION INFORMATION MANAGEMENT SYSTEM (PEIMS) ENCOMPASSES ALL DATA REQUESTED AND RECEIVED BY TEA ABOUT PUBLIC EDUCATION, INCLUDING STUDENT DEMOGRAPHIC AND ACADEMIC PERFORMANCE, PERSONNEL, FINANCIAL, AND ORGANIZATIONAL INFORMATION.

| | | | | | | | | | |
|------------------------|----------------|---------|----------|----------------------------|-------------|-------------------|---------|-------------------------------------|-------------------------------|
| MIDDLE SCHOOL | 8,609 | 3,210 | 587 | 3,507 | 0 | 745 | 4,364 | 6.82% | 12.59% |
| JUNIOR HIGH SCHOOL | 9,376 | 3,507 | 479 | 3,363 | 0 | 791 | 80 | 5.11% | 13.93% |
| HIGH SCHOOL | 18,024 | 6,911 | 605 | 5,616 | 0 | 1,239 | 198 | 3.36% | 9.59% |
| DISTRICT TOTALS | 61,580 | 22,602 | 2,333 | 22,842 | 0 | 5,010 | 17,366 | | |
| DISTRICT PERCENTAGES | 36.70% | 3.79% | 37.09% | 8.14% | 28.20% | | | | |
| 2018-2019 SCHOOL YEAR | | | | | | | | | |
| GRADE GROUP | ALL ENROLLMENT | AT RISK | DYSLEXIC | ECONOMICALLY DISADVANTAGED | SECTION 504 | SPECIAL EDUCATION | TITLE I | DYSLEXIA PERCENTAGE PER GRADE GROUP | CHANGE FROM PRIOR SCHOOL YEAR |
| ELEMENTARY | 25,814 | 8,893 | 726 | 11,515 | 0 | 2,406 | 12,536 | 2.81% | 8.47% |
| ELEMENTARY / SECONDARY | 48 | 47 | 0 | 0 | 0 | 0 | 0 | 0.00% | 0.00% |
| MIDDLE SCHOOL | 8,951 | 3,617 | 652 | 3,917 | 0 | 769 | 5,328 | 7.28% | 6.83% |
| JUNIOR HIGH SCHOOL | 9,540 | 3,607 | 560 | 3,696 | 0 | 756 | 0 | 5.87% | 14.90% |
| HIGH SCHOOL | 18,484 | 7,134 | 724 | 6,233 | 0 | 1,382 | 47 | 3.92% | 16.69% |
| DISTRICT TOTALS | 62,837 | 23,298 | 2,662 | 25,361 | 0 | 5,313 | 17,911 | | |
| DISTRICT PERCENTAGES | 37.08% | 4.24% | 40.36% | 8.46% | 28.50% | | | | |
| 2019-2020 SCHOOL YEAR | | | | | | | | | |
| GRADE GROUP | ALL ENROLLMENT | AT RISK | DYSLEXIC | ECONOMICALLY DISADVANTAGED | SECTION 504 | SPECIAL EDUCATION | TITLE I | DYSLEXIA PERCENTAGE PER GRADE GROUP | CHANGE FROM PRIOR SCHOOL YEAR |
| ELEMENTARY | 26,504 | 9,462 | 901 | 11,327 | 0 | 2,704 | 14,408 | 3.40% | 20.87% |
| ELEMENTARY / SECONDARY | 52 | 52 | 0 | 27 | 0 | 0 | 0 | 0.00% | 0.00% |
| MIDDLE SCHOOL | 9,094 | 3,509 | 747 | 3,902 | 0 | 853 | 5,332 | 8.21% | 12.77% |
| JUNIOR HIGH SCHOOL | 10,009 | 4,065 | 640 | 3,857 | 0 | 799 | 0 | 6.39% | 8.93% |
| HIGH SCHOOL | 19,140 | 7,330 | 815 | 6,362 | 0 | 1,459 | 105 | 4.26% | 8.71% |
| DISTRICT TOTALS | 64,799 | 24,418 | 3,103 | 25,475 | 0 | 5,815 | 19,845 | | |
| DISTRICT PERCENTAGES | 37.68% | 4.79% | 39.31% | 8.97% | 30.63% | | | | |
| 2020-2021 SCHOOL YEAR | | | | | | | | | |
| GRADE GROUP | ALL ENROLLMENT | AT RISK | DYSLEXIC | ECONOMICALLY DISADVANTAGED | SECTION 504 | SPECIAL EDUCATION | TITLE I | DYSLEXIA PERCENTAGE PER GRADE GROUP | CHANGE FROM PRIOR SCHOOL YEAR |
| ELEMENTARY | 25,664 | 10,324 | 843 | 11,055 | 0 | 2,624 | 13,575 | 3.28% | -3.37% |
| ELEMENTARY / SECONDARY | 22 | 22 | 0 | 0 | 0 | 0 | 0 | 0.00% | 0.00% |
| MIDDLE SCHOOL | 8,945 | 3,232 | 774 | 3,893 | 0 | 878 | 5,257 | 8.65% | 5.34% |
| JUNIOR HIGH SCHOOL | 10,305 | 3,995 | 745 | 4,102 | 0 | 852 | 0 | 7.23% | 13.06% |
| HIGH SCHOOL | 19,627 | 7,636 | 927 | 6,609 | 0 | 1,510 | 81 | 4.72% | 10.92% |
| DISTRICT TOTALS | 64,563 | 25,209 | 3,289 | 25,659 | 0 | 5,864 | 18,913 | | |
| DISTRICT PERCENTAGES | 39.05% | 5.09% | 39.74% | 9.08% | 29.29% | | | | |

CONROE ISD PIEMS DATA

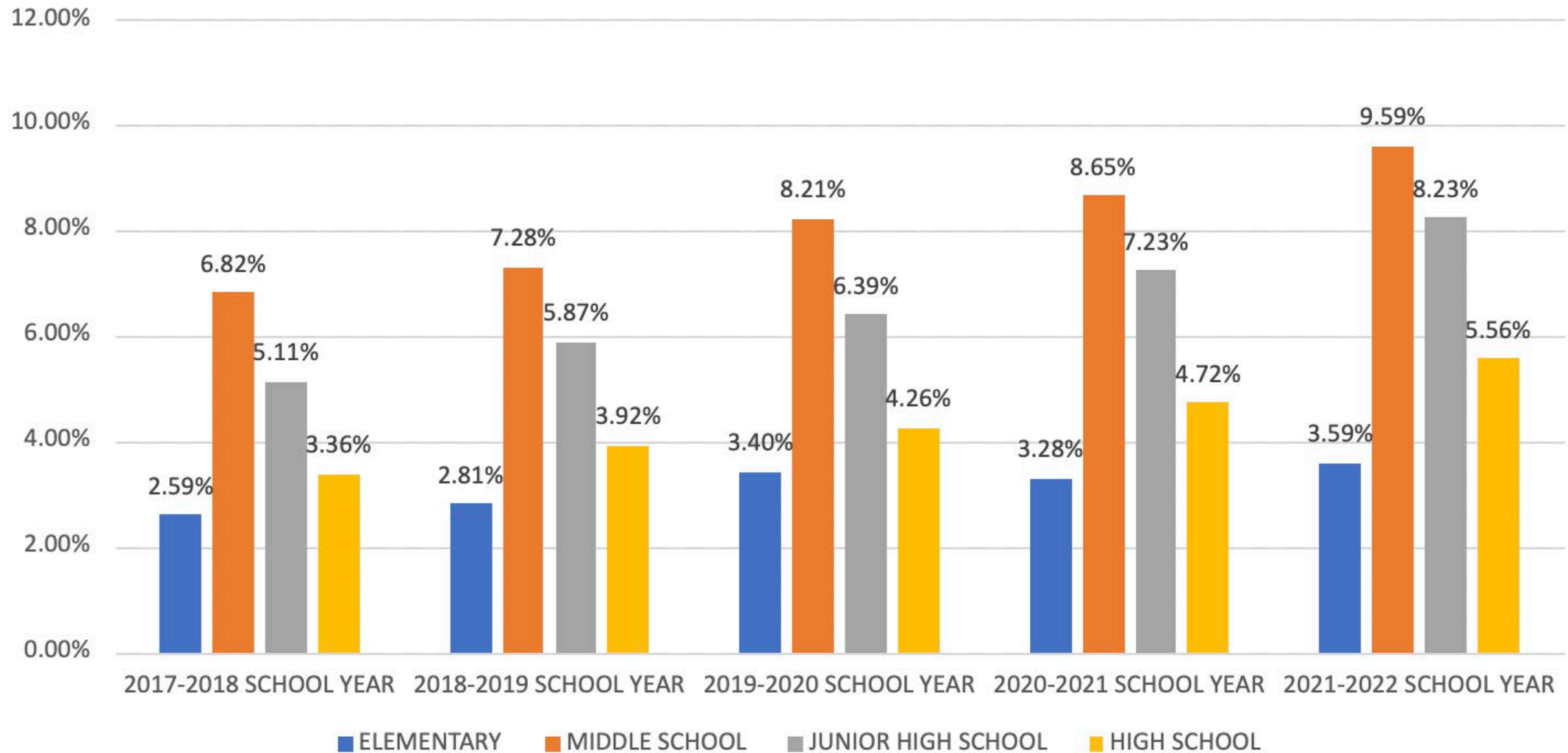
DYSLEXIA ANALYSIS PER GRADE GROUP

| GRADE GROUP | 2017-2018 SCHOOL YEAR | 2018-2019 SCHOOL YEAR | 2019-2020 SCHOOL YEAR | 2020-2021 SCHOOL YEAR | 2021-2022 SCHOOL YEAR |
|-----------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| ELEMENTARY | 2.59% | 2.81% | 3.40% | 3.28% | 3.59% |
| MIDDLE SCHOOL | 6.82% | 7.28% | 8.21% | 8.65% | 9.59% |
| JUNIOR HIGH SCHOOL | 5.11% | 5.87% | 6.39% | 7.23% | 8.23% |
| HIGH SCHOOL | 3.36% | 3.92% | 4.26% | 4.72% | 5.56% |

CONROE ISD PIEMS DATA

DYSLEXIA ANALYSIS PER GRADE GROUP

Percentage of Dyslexia Students Per Grade Group



PIEMS ANALYSIS CONCLUSION

Our district is reporting that only 3.59% of our elementary students are dyslexic.

Dyslexia affects 1 in 5 (20%).

Our dyslexia numbers jumps to 9.59% for our intermediate students.

We can see by looking at this data that our district is failing to provide critical early identification and remediation.

CALT TRAINING AND BUDGET

- IN THE SPRING OF 2021, OUR DISTRICT BUDGETED FOR A 3-YEAR PLAN TO PROVIDE CALT (CERTIFIED ACADEMIC LANGUAGE THERAPIST) TRAINING FOR ALL OUR ELEMENTARY READING INTERVENTIONIST.
- 10 OF OUR 49 READING INTERVENTIONIST THAT SERVE ELEMENTARY/MIDDLE SCHOOL ARE CURRENTLY IN CALT TRAINING
- SINCE OUR DISTRICT BUDGETED FOR THIS 3 YEAR PLAN OUR DISTRICT DID NOT APPLY FOR THE HB1525 DYSLEXIA GRANT THIS PAST YEAR.
- THE PURPOSE OF THIS DYSLEXIA GRANT PROGRAM PROVIDES FUNDING FOR HIGH-QUALITY TRAINING TO EDUCATORS AND/OR SPECIFIC TRAINING PROGRAMS THAT RESULTS IN DYSLEXIA CREDENTIALS (E.G., CERTIFIED ACADEMIC LANGUAGE THERAPIST).

RECOMMENDATIONS

- HIRE MORE READING INTERVENTION- OUR HIRING GOALS NEED TO DOUBLE AS DO OUR NUMBER OF IDENTIFIED DYSLEXIC STUDENTS IN ELEMENTARY.
- CALT TRAINING FOR THE REMAINING 29 READING INTERVENTIONIST
- HIRE AND TRAIN DIAGNOSTICIANS AND L.S.S.P.s ON CHAPTER 3 OF THE DYSLEXIA HANDBOOK
- TRAINING FOR ALL A/P, PRINCIPLES, DIAGNOSTICIANS, L.S.S.P.s, AND TEACHERS
 1. TX DYSLEXIA HANDBOOK
 2. IDEA - INDIVIDUALS WITH DISABILITIES EDUCATION ACT
 3. PWN - SEC. 303.421 PRIOR WRITTEN NOTICE AND PROCEDURAL SAFEGUARDS NOTICE
 - STOP VERBALLY DENYING STUDENTS EVALUATIONS
 - STOP USING RTI TO DENY EVALUATIONS